

Evaluation of the Model Developmental Reading School

Summer Reading Workshops

ESEA Project Title III

by

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**PURPOSE:** The purpose of this evaluation was to determine the effects that each of three summer workshops in reading instruction had upon the participants of the workshops. Effects upon participants shall refer to changes in attitude toward their own reading programs, increase in understanding of principles and procedures in the teaching of reading, need to improve their own reading program, and reactions to the workshops.

The evaluation was in the form of experimental research and descriptive survey method. Specific null hypotheses tested include:

1. There is no significant change in the participants' attitudes toward their own reading program as a result of attending the summer workshops.
2. There is no significant change in the participants' knowledge of principles and procedures in the teaching of reading as a result of attending the summer workshops.

**METHOD:**

Subjects: All persons enrolled in three workshops located in Winston-Salem, Chapel Hill, and Greensboro during the months of June, July, and August, 1969.

Instruments: The following five instruments were developed to measure the effect of the workshops upon participants:

---Instrument #1 (Appendix A) was designed to measure any change in the participant's attitude toward the reading program in his own school or in his own classroom. It consisted of seventeen items, each of which was concerned with some aspect of a reading program rated on a five-point scale where "1" meant "Needs little improvement" to "5" which meant "Needs complete improvement."

---Instrument #2 was designed to measure any change in the participants' knowledge of reading programs. Items of this instrument varied somewhat with the content of each workshop. (Appendices B and C for Instruments 2A and 2B respectively.) However, for each version of the instrument an attempt was made to design the items in a way that required the participant to apply an understanding of his learning in answering the items.

---Instrument #3 (Appendix D) was designed to allow the participant an opportunity at the close of the workshop to identify strengths and weaknesses of the workshop. Also, the participant was asked to state why he enrolled in the workshop.

---Instrument #4 (Appendix E) was designed to allow the participant to list those things he planned to do in his own reading program next fall as a result of having attended the workshop.

---Instrument #5 (Appendix F) was in the form of a follow-up letter requesting the participant to list those changes he made in his own reading program as a result of having attended the workshop.

Procedure: At the beginning of the Winston-Salem and Chapel Hill workshops Instrument #1 was administered to each participant and then readministered at the close of the workshop. Since the Greensboro workshop included kindergarten participants who had not been included in a total school program, this instrument was not deemed appropriate for them and was not administered to them.

Instrument #2 was administered to each participant at the beginning and at the close of all workshops.

Instrument #3 was administered to each participant at the close of all workshops. Participants responded anonymously in an effort to stimulate valid responses.

Instrument #4 was administered to each participant at the close of the Chapel Hill and Winston-Salem workshops. Greensboro participants were excluded because they were not involved in a total school program.

Instrument #5 was mailed during early January, 1970 to each participant of the Winston-Salem workshop. They were instructed to return their statements to the workshop director within one week. This follow-up was not attempted for participants of the Chapel Hill workshop in order to reduce the extent of such a task.

Analysis of Data: Data from Instruments #1 and #2 were analyzed by "t" tests. Differences yielding a "t" value = or  $\leq$  the .05 level of confidence were regarded as significant. Data from Instruments #3, #4, and #5 were analyzed by descriptive summary. Also, in the case of the Winston-Salem workshop, results from Instruments #4 and #5 were compared for similarity.

RESULTS AND DISCUSSION: Tables 1 and 2 reveal the results of the Attitude and Knowledge Instruments, respectively. Knowledge of reading programs improved significantly in all three workshops, but on the Attitude scale there was significant change in only one (Chapel Hill) of the two workshops tested. Null hypotheses (p.1) are rejected for those "t" tests which were significant.

Tables 3 and 4 provide tabulated results of the participants' comments regarding strengths and weaknesses, respectively, of the workshops. Participants listed more than twice the number of strengths than weaknesses for each



workshop. Methods, materials, specific lectures, competence of the staff, and individualization of instruction accounted for a majority of the strengths reported. The single most popular weakness cited by the participants in each workshop was the need to extend the length of the workshop or some particular aspect of it. Actually, this seems to be a complimentary remark. The next most popular weaknesses which were relatively few included: the need for more specific classroom problems rather than ideal teaching situations, need for more suggestions for implementing the program in the regular school, and the need for better acoustics during observations.

A summary of the participants' proposed changes in their own reading programs for the coming year as a result of attending the workshop is included in Table 5. More than 60% of the proposed plans involved organization, testing, and techniques. The follow-up of the plans proposed by the participants of the Winston-Salem workshop appeared to be consistent with their projected plans. The same topics of organization, testing and techniques accounted for more than 60% of the initiated plans. Of the 131 proposed plans, 110 or 84% were listed as having been initiated. However, the reader must keep in mind that only 48 of the 88 follow-up questionnaires (54%) were returned.

Table 6 contains a summary of the reasons the participants gave for enrolling in the workshop. By far, the most frequently cited reasons were to gain knowledge of new teaching techniques and materials. It is interesting to recall that Table 3 showed this to be one of the most popular strengths cited. Other reasons of much less frequency including certification and stimulation by a visit to the Greensboro Model Reading School were listed by some participants of each workshop.

SUMMARY: Generally, the summer reading workshops were successful. They significantly improved the participants' knowledge of reading programs and in one of the two workshops tested, the participants appeared less satisfied with their own reading program. The most frequently cited reasons for attending were to gain knowledge of new teaching techniques and materials. These needs coincided with the most frequently cited strengths of the workshops. There were twice as many assets mentioned as weaknesses and the most popular weakness (the workshop or aspects of it should be extended) may be interpreted as a compliment. The other weaknesses cited suggest that the workshops should spend more time on application and implementation. Although there was only a 54% return on the follow-up of plans for the coming year cited by one workshop, these participants did indicate that 84% of their proposed plans had been initiated. In sum, it appears that future summer workshops can be justified.

Knowledge of Reading Programs

	N	Pre-test I	Post-test I	t	Level of Signif.
Workshop A	81	18.25	21.04	9.35	.001
Control Group	53	17.40	19.51	5.50	.001
Workshop B	55	15.38	17.88	4.06	.001

T A B L E 1

Attitude Toward Own Reading Program

<u>Workshop</u>	<u>N</u>	<u>Pre-test <math>\bar{X}</math></u>	<u>Post-test <math>\bar{X}</math></u>	<u>t</u>	<u>Level of Signif.</u>
Winston-Salem	85	51.35	51.28	-.05	not signif.
Chapel Hill	44	51.77	55.36	2.37	.05

T A B L E 2

Knowledge of Reading Programs

<u>Workshop</u>	<u>N</u>	<u>Pre-test <math>\bar{X}</math></u>	<u>Post-test <math>\bar{X}</math></u>	<u>t</u>	<u>Level of Signif.</u>
Winston-Salem	85	18.26	21.04	9.35	.001
Chapel Hill	43	17.60	19.51	4.80	.001
Greensboro	53	16.38	17.58	4.46	.001

T A B L E 3

Strengths: Greensboro

	N	%
Observation of Children in Demonstration Class	48	26.1
Lectures by Montague and White	29	15.8
Discussions with other Teachers	22	11.9
Competence and Cooperative Attitude of Staff	17	9.2
Availability of Professional Reading Materials	16	8.7
Bradley's Critique Following Demonstration Class	11	6.0
Demonstrations of Techniques and Use of Materials	11	6.0
Mimeographed Hand-outs	10	5.4
Commercial and Homemade Equipment Displays	9	4.9
Workshop Well Organized	8	4.3
Flexibility Allowing For Schedule Change as Needed	2	1.1
Opportunity to become more Familiar with Available Research Material	1	.6
Total	184	100.0

T A B L E 3

Strengths: Chapel Hill

	N	%
Availability and Demonstration Use of Varied Materials	18	17.5
Demonstration of Methods	15	14.6
Learning to Individualize Reading	13	12.6
Competence and Attitude of Staff	12	11.7
Display of Teacher-Made Materials	10	9.7
Overview of New Basal Texts in Reading	10	9.7
Many Ideas for Providing Independent Work	8	7.8
Well Organized Workshop	6	5.8
Availability of Professional Reading Materials	4	3.9
Introduction to Testing and Diagnosis	3	2.9
Group Sessions on Skills and Organization	3	2.9
Film Showing Different Types of Motivation	1	0.9
Total	103	100.0



T A B L E 3

Strengths: Winston-Salem

	N	%
Introduction to New Methods and Materials	52	25.1
Crosby's Lectures	41	19.8
Competence of Staff	21	10.1
Learned More About Diagnostic Testing of Children's Needs	20	9.7
Learned More About Providing for Individualization of Reading Instruction	20	9.7
Well Organized	18	8.7
Exchange of Ideas in Group Discussions	11	5.3
Availability of Professional Reading Materials	8	3.9
Renewed Enthusiasm for Reading	3	1.4
Techniques for Teaching Slow Learners	3	1.4
Conferences with MRS Staff	3	1.4
Importance Paid to Teacher Personality	2	1.0
See Theory Put into Practice	1	.5
Techniques for Teaching Correct Usage of Phonics	1	.5
Techniques for Teaching Good Listening	1	.5
Techniques for Reinforcement of Reading Skills	1	.5
Stayed on Schedule	1	.5
Total	207	100.0

T A B L E 4

Weaknesses: Greensboro

	N	%
Need Longer Observation of Children	16	24.2
Duration of Workshop too Short	14	21.2
Could Not Hear Well During Observation	9	13.7
Need More Time to Read Books and Materials	7	10.6
Need a Break Earlier in the Day	3	4.6
Need to Observe Children Preparing to Enter Kindergarten Rather Than Six-Year-Olds	3	4.6
Time for Writing a Paper too Short	3	4.6
Need More Information Concerning Children Being Observed	2	3.0
Repeated Absences of Some Children	2	3.0
Need Better Guidance During Discussions	1	1.5
Need to share or Know More of Bradley's Pre-Planning	1	1.5
Need More Specific Information Concerning Kindergarten Movements Such as Montessori and Piaget	1	1.5
Need a Project Rather Than a Paper	1	1.5
Too Many Undergraduate-Type Lecture Topics	1	1.5
Filling Out Evaluation Sheets	1	1.5
Need More Varied Class or Type of Children	1	1.5
TOTAL	66	100.0

T A B L E 4

Weaknesses: Chapel Hill

	N	%
Duration of Workshop too Short	20	50.0
Need More Suggestions for Implementing Program in Regular School (Record Keeping and Scheduling)	4	10.0
Need More Secondary School Materials	3	7.5
Need More Information Concerning Teacher-Pupil Planning Time	2	5.0
Should Include More Participants	2	5.0
Need to Discuss Questions Concerning Questionnaire	1	2.5
Shortage of Materials to Teach Reading of Charts and Diagrams	1	2.5
Need More Time for New State Basal Texts	1	2.5
Need More Presentations on Strictly Primary Level	1	2.5
Need More Time Spent on Testing and Diagnosis	1	2.5
Groups should Have Been Divided by Grade Levels	1	2.5
Need More Demonstrations	1	2.5
Room too cool	1	2.5
Need children for Demonstrations	1	2.5
Total	40	100.0

T A B L E 4

Weaknesses: Winston-Salem

	N	%
Workshop too Brief	28	41.8
Limited Time for Small Groups	13	19.4
Need More Specific Classroom Problems Rather Than Ideal Teaching Situation	4	5.9
Daily Sessions too Lengthy	4	5.9
Too Much Time Spent in Writing Papers	3	4.5
Need for Participants to Choose Area of Greatest Interest	3	4.5
Scope too Broad	2	3.0
Need More Demonstrations	2	3.0
Groups too Large	2	3.0
Need More Activities Geared to Upper Grade Levels	1	1.5
Need to Observe Planning Time of Reading School Teachers	1	1.5
Individual Conferences	1	1.5
First Week Lectures too Long	1	1.5
Need Section Organized for Novices	1	1.5
Not Enough School Administrators Participated	1	1.5
Total	67	100.0

T A B L E 5

Plans for Coming Year: Chapel Hill

	N	%
Change Organization (individualization, grouping, etc.)	27	32.5
Improve and Vary Techniques	12	14.5
Change Testing and Evaluation (diagnostic, achievement, etc.)	12	14.5
Place All Reading Materials In A Central Room Rather than Grade Levels	9	10.9
Wider Variety of Materials Both Audio and Visual	8	9.6
Exchange of Ideas and Information With Other Teachers	6	7.2
Set Up Interest Centers	5	6.0
Increase Professional Library	2	2.4
Provide More Opportunity for Oral Expression	1	1.2
Greater Contact with Parents	1	1.2
TOTAL	83	100.0

T A B L E 5

Plans for Coming Year: Winston-Salem

	N	%
Organization (individualization, grouping)	53	25.6
Change Testing and Evaluation (diagnostic, achievement)	49	23.6
Change of Techniques (games, independent activities)	36	17.4
Wider Variety of Materials Both Audio and Visual	33	15.9
Provide Reading Corner Within the Room	11	5.3
Provide More Opportunities for Oral Expression	9	4.3
Sharing Good Literature with Students (reading to class)	4	1.9
Improve Professional Library	3	1.5
Encourage More Team Planning and Greater Exchange of Ideas	3	1.5
Greater Pupil-Teacher Planning	3	1.5
Greater Contact with Parents	3	1.5
TOTAL	207	100.0

T A B L E 5-A

Follow-Up\* of  
Plans for Coming Year: Winston-Salem

	N	%
Organization (individualization, grouping)	25	22.7
Change of Techniques (games, independent activities)	25	22.7
Wider Variety of Materials Both Audio and Visual	23	20.9
Change Testing and Evaluation (diagnostic, achievement)	13	11.9
Provide Reading Corner Within the Room	9	8.2
Encourage More Team Planning and Greater Exchange of Ideas	8	7.3
Greater Pupil-Teacher Planning	3	2.7
Greater Contact with Parents	2	1.8
Provide More Opportunities for Oral Expression	2	1.8
TOTAL	110	100.0

\*Note: Out of 88 follow-up questionnaires mailed, 48 were returned for a 54% return. Proposed and initiated plans were matched for each participant. Of the 131 proposed plans, 110 (84%) were listed as having been initiated.

T A B L E 6

Reasons for Enrolling: Greensboro

	<u>N</u>	<u>%</u>
Gain Knowledge of New Teaching Techniques and Use of Materials with Kindergarten Age Children	46	62.2
Certification	19	25.7
Stimulated by Visit to Model Reading School	3	4.0
Asked to Attend by Private or Church-Related Kindergarten Administrator	2	2.7
Encouraged to Attend by Public School Administrator	2	2.7
Training As An Aide for Kindergarten Program	2	2.7
TOTAL	<u>74</u>	<u>100.0</u>

T A B L E 6

Reasons for Enrolling: Chapel Hill

	<u>N</u>	<u>%</u>
Gain Knowledge of New Methods of Teaching Reading and Language Arts	31	47.0
Gain Knowledge for Individualizing the Reading Program	12	18.2
Certification	9	13.7
Gain Knowledge About New Basal Reading Texts	6	9.1
Learn More About Diagnosing Reading Needs	2	3.0
Stimulated by Visit to Model Reading School	2	3.0
Stimulated by Visit to Satellite Class	2	3.0
Training to Become Reading Specialist	2	3.0
TOTAL	<u>66</u>	<u>100.0</u>

T A B L E 6

Reasons for Enrolling: Winston-Salem

	<u>N</u>	<u>%</u>
Gain Knowledge of Techniques of Teaching Reading	71	57.3
Certification	20	16.1
Learn More About New State Adopted Texts	9	7.3
Stimulated by Visit to Reading School	8	6.5
Become More Familiar with Diagnostic Testing in the Reading Program	4	3.2
Gain Knowledge of Techniques of Teaching Reading to Slow Learners	3	2.4
Gain Information About Working with Disadvantaged Children in Area of Language Experiences	3	2.4
Asked to Attend by School Administration	3	2.4
Examine Materials Used in the Model Reading School	2	1.6
To Hear Dr. Crosby	1	.8
TOTAL	<u>124</u>	<u>100.0</u>



## AN EVALUATION OF THE READING PROGRAM IN YOUR SCHOOL

Directions: Please evaluate the reading program in your school by drawing a line around the appropriate number on the five point rating scale following each statement. Use the key below when reading each statement.

1. Needs no improvement
2. Needs very little improvement
3. Needs some improvement
4. Needs very much improvement
5. Needs complete improvement

- 
- |  |           |
|--|-----------|
| 1. Organization of the classrooms for reading instruction.   | 1 2 3 4 5 |
| 2. Availability of Teachers' guides, tapes, filmstrips, pictures, tests, etc., for use in the program. | 1 2 3 4 5 |
| 3. Availability of library books and other supplementary books.  | 1 2 3 4 5 |
| 4. Teachers' knowledge of the reading skills.  | 1 2 3 4 5 |
| 5. Time available for reading instruction.   | 1 2 3 4 5 |
| 6. Extent to which very poor readers are helped.   | 1 2 3 4 5 |
| 7. Extent to which average readers are helped.   | 1 2 3 4 5 |
| 8. Extent to which excellent readers are helped.   | 1 2 3 4 5 |
| 9. Extent to which comprehension skills are taught.  | 1 2 3 4 5 |
| 10. Extent to which word recognition skills are taught.  | 1 2 3 4 5 |
| 11. Extent to which in-service help in reading is available.   | 1 2 3 4 5 |
| 12. Extent to which a diagnosis is made of individual pupils' instructional needs.                     | 1 2 3 4 5 |
| 13. Extent that spelling instruction is individualized.  | 1 2 3 4 5 |
| 14. Extent to which multiple reading methods are employed in order to meet individual needs.           | 1 2 3 4 5 |
| 15. Way in which work-book type materials are used.  | 1 2 3 4 5 |
| 16. Method of distribution of State adopted textbooks within the school.                               | 1 2 3 4 5 |
| 17. Overall evaluation of the reading program.   | 1 2 3 4 5 |



AN EVALUATION OF YOUR GENERAL KNOWLEDGE  
ABOUT READING PROGRAMS

Directions for items 1 through 25: Please select the best response for each item and mark either A, B, C, etc., to the left of each item.

- \_\_\_\_\_ 1. If idfer were a word, it would be divided between d and f to form two syllables. Which of the following rules would apply?

  - A. There are as many syllables as there are vowel sounds. Syllables are determined by the vowel sounds heard and not by the number of vowels seen.
  - B. In general prefixes and suffixes form separate syllables.
  - C. Syllables divide between double consonants or between two consonants.
- \_\_\_\_\_ 2. When using the basal reader approach, teachers

  - A. should use the manual as a guide to be supplemented
  - B. should divide the class into three groups
  - C. should follow the manual of directions for teaching all selections.
- \_\_\_\_\_ 3. The range between the most able and the least

  - A. decreases as children move through the grades
  - B. increases as children move through the grades
  - C. remains constant as children move through the grades
- \_\_\_\_\_ 4. When trying on a book for size we may say the book fits if

  - A. nineteen of twenty words are recognized
  - B. seventy-five percent of the content is comprehended
  - C. all of the above are present

5. When a pupil is determining the likenesses and differences in word forms which of the following factors is most important:
- A. duration of fixation
  - B. motor skill
  - C. perceptual discrimination
6. The word locate is part of Tom's spoken and reading vocabulary. He unlocks the words dislocated and relocating by sounding the "parts" of the word and relying on what he already knows. Which of the following skills has he used:
- A. phonetic analysis
  - B. syllabication
  - C. structural analysis
7. Emphasis in teaching word recognition skills should be placed on:
- A. context clues
  - B. picture clues
  - C. memory clues
8. The process whose characteristic and temporal patterns are peculiar to the child involved and which represents the innate forces producing change in a fixed direction is
- A. growth
  - B. maturation
  - C. development
9. A major task of the school relative to the teaching of reading must be
- A. to eliminate individual differences among pupils
  - B. to adjust to individual differences among pupils
  - C. to lessen individual differences among pupils

10. A major generalization growing out of the study of the whole child is that
- A. growth has no unity when viewed as a whole
  - B. growth has some unity when viewed as a whole
  - C. familial resemblance is negative in all measurements
11. A fairly consistent finding of research in the elementary grades is that, on the average, girls are better than boys in
- A. reading comprehension, mathematics, and vocabulary
  - B. basic language skills and mathematics
  - C. reading comprehension, vocabulary, and basic language skills
12. If you were given the opportunity to order workbooks of your choice would you
- A. order one basal workbook for each child in your class?
  - B. order a few from several different companies?
  - C. order ten or twelve basal workbooks?
13. The variable that makes the difference in teaching reading is
- A. the teacher
  - B. the basic text used
  - C. the devices and materials used
14. John, a middle grade child, scored 63 on a group IQ test, but scored 97 when tested individually. This variation in scores was most likely caused because
- A. John was a poor reader
  - B. Group IQ tests are seldom valid
  - C. Individual IQ tests usually produce much higher scores than group tests.

- \_\_\_\_\_ 15. You have a child in your self-contained class who knows all the words in his basal text and does all of his related reading seatwork correctly. The most effective reading instruction for him would be to
- A. keep him in the basal reading group but give him higher level reading books for home reading.
  - B. give him freedom of choice in his reading materials and have individual conferences with him from time to time.
  - C. let him go up to the next grade for reading instruction each day.
- \_\_\_\_\_ 16. The essential part of the personalized reading program is the
- A. silent reading followed by oral reading
  - B. dramatic play
  - C. individual conference
  - D. phonetic approach

Directions for items 17-20: Match a letter (the descriptive phrases) with each number (the reading programs).

- |   |                         |
|---|-------------------------|
| _____ 17. the idea that spelling patterns are a valuable key to reading.  | (A) Individualized      |
| _____ 18. an extended series of simple questions or tasks, each of which is carefully built upon the preceding. | (B) Language experience |
| _____ 19. the use of a large variety of reading materials from which the child makes his own selection.         | (C) Linguistic          |
| _____ 20. the child dictates and reads his own stories.   | (D) Programmed          |
|   | (E) Basal               |
| _____ 21. The instructional level of reading is determined by   |                         |
| A. scores from Mental Maturity Tests  |                         |
| B. diagnostic tests and teacher judgement   |                         |
| C. working with the child in a group situation  |                         |

- \_\_\_\_\_ 22. One of the most valuable means of determining reading levels and specific needs is
- A. Interest Inventories
  - B. Informal Reading Inventories
  - C. Mental Maturity Tests
  - D. Achievement Tests
- \_\_\_\_\_ 23. The scores on one of the following tests is designed to measure progress and has a limited value in determining the instructional level.
- A. Mental Maturity Test
  - B. Reading Test
  - C. Achievement Test
  - D. Informal Reading Inventory
- \_\_\_\_\_ 24. Scores on achievement test batteries usually reveal one of the following reading levels
- A. Frustration
  - B. Instructional
  - C. Independent
  - D. Capacity
- \_\_\_\_\_ 25. A third grade student has displayed much difficulty in distinguishing similarities and differences in words he hears. His basic sight vocabulary is not adequate and does not give him a basis for generalizing about sounds. What test would be applicable to measure these difficulties?
- A. Otis Mental Ability Test
  - B. Keystone Telebinocular Test
  - C. Stanford Achievement Test
  - D. Wepman's Discrimination Test



26. Limited vocabularies of poor readers may be enlarged through

- A. Providing high interest, low vocabulary materials.
- B. Introducing groups of words at a time for word study.
- C. Pulling words out of context for emphasis and drill.

27. The language development of deprived children is more likely to flourish when the teacher

- A. ignores incorrect usage.
- B. consistently requires children to correct mistakes.
- C. provides many experiences in which children hear and practice oral language.

Research strongly supports the plan for:

- a. good private kindergartens
- b. public school kindergartens
- c. no definite need for kindergarten programs

The brain almost reaches its mature bulk

- a. before the age of 5
- b. between 6-12 years
- c. during adolescence

The data suggest that in terms of intelligence

- a. as much development takes place in the first four years as in the next 11 years
- b. the most rapid development takes place between 5 and 16 years of age
- c. about 50% of the development takes place after 21 years of age

Research studies suggest that

- a. imaginative play is not related to language growth
- b. imaginative play does not present problems to be solved
- c. imaginative play is important for a child's cognitive development

AN EVALUATION OF YOUR GENERAL KNOWLEDGE  
ABOUT KINDERGARTEN PROGRAMS

Please select the best response for each item and mark either a, b, c, or d to the left of each item.

- \_\_\_\_\_ 1. The best learning for kindergarten children is created where there is
- a. complete freedom with no planned activities
  - b. a quiet room with little movement or noise
  - c. a room with opportunities for selecting activities and materials
- \_\_\_\_\_ 2. A kindergarten program is most effective when
- a. there are daily instructions given in reading, writing, and arithmetic
  - b. there are provisions for self-selection and self-pacing
  - c. there is no group instruction by the teacher
- \_\_\_\_\_ 3. Research strongly supports the plea for:
- a. good private kindergartens
  - b. public school kindergartens
  - c. no definite need for kindergarten programs
- \_\_\_\_\_ 4. The brain almost reaches its mature bulk
- a. before the age of 6
  - b. between 6-12 years
  - c. during adolescence
- \_\_\_\_\_ 5. The data suggest that in terms of intelligence
- a. as much development takes place in the first four years as in the next 13 years
  - b. the most rapid development takes place between 8 and 16 years of age
  - c. about 50% of the development takes place after 21 years of age
- \_\_\_\_\_ 6. Research studies suggest that
- a. imaginative play is not related to language growth
  - b. imaginative play does not present problems to be solved
  - c. imaginative play is important for a child's cognitive development

- \_\_\_ 7. Research studies indicate that
- a. young children cannot employ the essential elements of concept formation
  - b. young children collect information which they test and use in dramatic play
  - c. young children do not have the ability to deal with ideas about the "far away"
- \_\_\_ 8. A rich and active kindergarten experience implies that
- a. a teacher teaches the children to play many group games
  - b. a teacher encourages the children to have many formal programs or little plays
  - c. a teacher allows the children to express themselves often with large muscles of torso and limbs
- \_\_\_ 9. Research studies regarding kindergartens tend to support
- a. a laissez-faire attitude toward learning to read
  - b. a formalized reading program
  - c. daily individualized instruction
  - d. instruction adjusted to the child's general maturation level
- \_\_\_ 10. In a good kindergarten program, one would expect to find children enjoying
- a. basal reading books
  - b. varied and interesting books
  - c. selected library books
  - d. work-books and coloring books
- \_\_\_ 11. The basis for all instruction in a good kindergarten is
- a. the needs of the children in the group
  - b. the state course of study
  - c. the expectation of parents, principals, and supervisors
  - d. a combination of all of these
- \_\_\_ 12. The variable that makes the most difference in a good kindergarten is
- a. the teacher
  - b. a good course of study
  - c. many devices and materials
  - d. up-to-date equipment
- \_\_\_ 13. In teaching science to young children a teacher should
- a. create situations through which children discover structure
  - b. use only the experiences which arise in the group
  - c. follow a good course of study

- \_\_\_14. By structure Piaget meant
- a record of observations made by children and teachers
  - relationships or likenesses among objects and events
  - ability to understand problem solving
- \_\_\_15. Young children can best be taught science by
- being engaged in the processes of science
  - making a collection of objects
  - following a specific science book
  - engaging in experiments planned by the teacher
- \_\_\_16. It is generally believed now that kindergartens play
- a large part in early identification and connection of delinquency
  - a small part in laying the foundation for good mental health
  - an insignificant part in detecting and correcting physical and mental difficulties
- \_\_\_17. The kindergarten child's speaking vocabulary is more likely to be increased through the use of
- much equipment, such as tape recorders, record players, films, and filmstrips
  - work books, readiness material and mimeographed pages
  - a language-experience approach
- \_\_\_18. The number of children (per teacher) in a kindergarten group should be
- no more than the room will accommodate comfortably
  - limited to about 15 per teacher
  - limited to no more than 50 for two teachers
  - equally divided by sex of the children (same number of boys and girls)
- \_\_\_19. An effective arithmetic program in the kindergarten will enable the children to
- learn to count to 10 by rote
  - find numbers useful in their daily living
  - learn to count and write to 10
  - learn to count and write to 100
- \_\_\_20. In the kindergarten, music and art are
- informal part of each days curriculum
  - taught to the group as a whole
  - mostly planned and suggested by the teacher
  - a combination of all three

No. \_\_\_\_\_

Summer 1969

1. Please list the most valuable aspects of the workshop.

Please list the things you may change or incorporate in your school as a result of your participation in the workshop.

2. Please list the weaknesses of the workshop.

3. Please state your reason(s) for enrolling in this workshop.



## MODEL DEVELOPMENTAL READING SCHOOL

No. \_\_\_\_\_

Summer 1969

Please list the things you may change or incorporate in your school as a result of your participation in the workshop.

Would you also answer the questions below and return it to us in the enclosed stamped, self-addressed envelope by December 1, 1970. Your cooperation is very greatly appreciated.

Sincerely,

*Arthur E. Holzman*

Arthur E. Holzman

*Barl Holzman*

Barl Holzman

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Please list any changes to your own reading program and/or to your school which you feel have resulted from your attendance at last summer's 1968 Developmental Reading School Workshop.

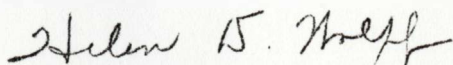
Model Reading School  
502 South Street  
Greensboro, N. C. 27406  
January 26, 1970

Dear Colleague:

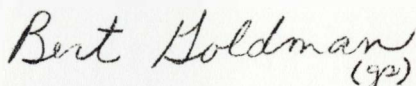
May we obtain your assistance in our attempt to evaluate the Reading School Workshop which you attended last summer?

Would you please answer the question below and return it to us in the enclosed stamped, self-addressed envelope by February 2, 1970. Your cooperation is very greatly appreciated.

Sincerely,



Helen D. Wolff



Bert Goldman

\* \* \* \*

Please list the changes in your own reading program and/or in your school which you feel have resulted from your attendance at last summer's Model Developmental Reading School Workshop.

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